

JANUARY 2005

Prompts, Anchor Papers, Rubrics, and Lesson Plans



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

www.usoe.k12.ut.us/curr/lang_art/elem/default.htm

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

Writing

Prompts, Anchor Papers, Rubrics, and Lesson Plans

Utah Elementary Language Arts Core Curriculum

UTAH STATE OFFICE OF EDUCATION

Patti Harrington
State Superintendent of Public Instruction

Christine Kearn
Associate Superintendent
Student Achievement and School Success

Brett Moulding
Director of Curriculum and Instruction

Lynne Greenwood
Elementary Language Arts Specialist

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Language Arts Writing Lessons/Prompts

Introduction

Along with listening, reading, and speaking, writing is one of the four basic communication strands in any language arts curriculum. Unfortunately, writing often receives much less attention than other communication modes, especially reading. Frequent calls for improvement in student literacy are often directed exclusively at reading instruction or at reading test scores, to the exclusion of writing. In truth, however, reading and writing are reciprocal; improvements in student writing will lead to improved reading skills, and vice versa. Yet, in many Utah classrooms, a high percentage of language arts instructional time still focuses the student only on the improvement of reading, with writing often relegated to journal entries, content area reports, or assigned “creative writing.” And, in too many classrooms, formal writing instruction is either infrequent or nonexistent.

At least part of this neglect can be attributed to student class loads and the enormous responsibility teachers feel to “correct” student papers. A second factor is the complex nature of writing instruction, as well as the necessary demands of one-to-one conferencing and individualized instruction. Last, but certainly not least, is the level of confidence teachers possess in teaching writing effectively. There is no real shortcut in the teaching of writing. Writing teachers must be informed decision makers; they must know good writing from bad, and the specific traits/attributes affecting the quality of the writing. Teachers must possess the ability to coach, coax, and sometimes cajole the best writing out of their students. Like teachers of reading who like to read and see themselves as readers, teachers of writing must not neglect this skill in their own lives; they too must write and view themselves as writers.

The lesson plans and writing prompts that follow were produced to assist teachers in their roles as teachers of writing. Together, they should not be considered a writing program, complete or incomplete, but simply a tool to assist in the instruction and assessment of students in the most informal of settings, the classroom. You will find on the following pages a complete Six Traits analytical scoring guide; lesson plans and writing prompts for each grade level, kindergarten through sixth grade; sample student papers from each writing lesson; and an assessment and analysis of each paper based upon the Six Traits model, with teacher commentary.

Six Traits Writing Assessment Model

The Six Traits Writing Assessment Model included here is generic to all modes of writing. Developed by the Northwest Regional Educational Laboratory, this assessment model is based on a five-point scale, with five being the highest and one the lowest. Descriptors accompany score points one, three and five only. Papers falling between descriptors one and three or descriptors three and five receive score points of two and four, respectively. Student papers are assessed on separate writing traits: ideas and content, organization, voice, word choice, sentence fluency, and conventions. Teachers

not familiar with the Six Traits model should read the descriptors carefully and practice assessing papers, or enroll in a Six Traits writing in-service, if possible. Student papers at the primary grade levels (K-2) are not assessed using this model. The sample papers for K-2 lessons shown here include the teacher commentary only.

Lesson Plans and Writing Prompts

At least one lesson plan and prompt are available for each grade level. For some grades, two or more are available. Each lesson and prompt has been field tested with several groups of students. Most of the writing prompts require students to produce a narrative or descriptive response. Future lessons will be correlated to content areas such as social studies, mathematics, and science, and require students to produce more expository responses. Although each step in the writing process is not explicitly specified in each lesson plan, the complete writing process is implied. Pre-writing activities and experiences are an integral part of each lesson. Time to adequately draft, rewrite, and edit are essential to producing a writer's best work. Embed these assessments as a natural part of your writing program. Do not announce them as tests or assessments. Take whatever time is needed to obtain the best results. Adapt. Modify. Change the lesson plans, if you choose, to make them your own and to make them work best for your students. Remember, you are attempting to find out what students **can** do, not just what they need to learn.

Sample Student Papers

Sample student papers are shown for each lesson and prompt. In most cases, a high-end paper and an average or low-end paper are represented. In other cases, student papers are not labeled as either. In point of fact, all student sample papers should be viewed as just that—samples—drawn from students who participated in the field tests. The high-end papers are not perfect, nor are they models of what students **should** produce. Use the sample papers to gain an understanding of what students can and do produce under the conditions specified in the lessons. Teach and re-teach. Get students to stretch their abilities. Work hard to produce better samples and models from your own students.

Teacher Commentaries

Following each student sample is a teacher commentary. In grades three through six, the commentary is accompanied by the Six Traits score received by the student on each of the traits. Of more interest is the annotation (or comment) by the teacher attached to each score point. Although the commentaries are by necessity short, they give some insight into what teachers might say to students in a writing conference. In grades K-2, no trait scores are assigned because the text generated at these grade levels tends to be limited. Only the teacher commentary is given. For prompts requiring an expository response, only three traits were scored—content and ideas, organization, and conventions.

A Word About the Lessons and Prompts

The lessons, writing prompts, student samples, and commentaries on the website www.usoe.org were written and developed by a team of teachers representing various

Utah districts. Members of the team field-tested all lessons and prompts with their own students, and made revisions and adjustments prior to publication. Utah teachers have permission to copy and use all lessons on this website with their own students. Ownership of the materials resides with the Utah State Office of Education.

The Six Traits of Writing Within the Writing Process of Instruction

Writing, Standard 8 of the Utah Elementary Language Arts Core Curriculum, is organized around the Writing Process. The writing process is defined as pre-writing, drafting, revising, editing, and publishing/presenting. During the pre-writing stage, the writer thinks about his or her purpose for writing, gathers information, chooses a form for writing (letter, report, etc), makes a plan, and decides who will be the audience. The drafting stage of the Writing Process is the first attempt by the writer to get ideas down on paper. The writer creates a number of drafts within this stage. Revising is where the writer attempts to change the final draft in order to improve the writing. The writer may choose to add, cut, or change an idea during the revising stage. Editing is the next stage of the Writing Process. During the editing stage, the writer does a final edit and proofreading of their writing. Editing is a very careful word-by-word, line-by-line checking of the writing in order to correct any errors. During the publishing/presenting stage of the Writing Process, the writer might publish his or her writing by placing the writing in a notebook, hanging it on a classroom wall, or placing it in a class book. The writer may also present by simply reading their writing to a classroom buddy.

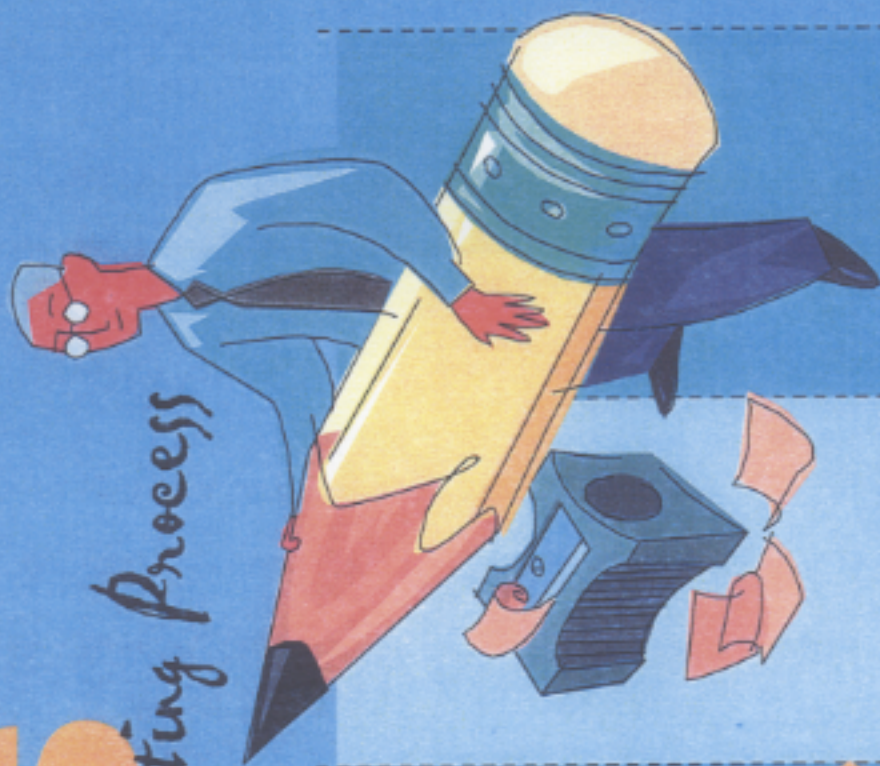
The Six Traits of writing are embedded within the Writing Process. The trait of generating ideas occurs within the pre-writing stage. The trait of organization is addressed during the pre-writing stage and the drafting stage of the Writing Process. The trait of voice is addressed during the drafting stage of writing. During the revising stage, the writer works to achieve sentence fluency and appropriate word choice. The editing stage is where close attention is paid to the conventions of writing.

As a writer becomes more experienced with the Six Traits of writing, he or she may choose to address the Six Traits within the Writing Process in a more individual way. The writer may choose to look at conventions in both the revising and editing stage of their writing. They may also choose to think about voice in the pre-writing stage, as well as the drafting stage.

Shown on the next page is a graphic that illustrates the general process of addressing the Six Traits within the Writing Process. Certainly the classroom teacher, as he/she delivers writing instruction and reviews students' writing, would want to be aware of the Writing Process and how the Six Traits are nested within this process.

6 TRAITS

Within the Writing Process



1. IDEAS

2. ORGANIZATION

3. VOICE

4. SENTENCE
FLUENCY

5. WORD
CHOICE

6. CONVENTIONS

Pre-writing

Drafting

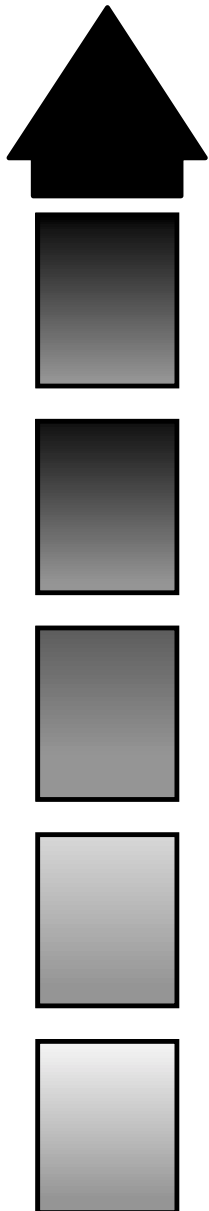
Revising

Editing

*Publishing/
Presenting*

6 + 1 Trait™ Writing

Assessment Scoring Guide



WOW!

Exceeds expectations

- IDEAS
- ORGANIZATION
- VOICE
- WORD CHOICE
- SENTENCE FLUENCY
- CONVENTIONS
- PRESENTATION

⑤ STRONG:

shows control and skill in this trait;
many strengths present

④ EFFECTIVE:

on balance, the strengths outweigh the
weaknesses; a small amount of
revision is needed

③ DEVELOPING:

strengths and need for revision are
about equal; about half-way home

② EMERGING:

need for revision outweighs strengths;
isolated moments hint at what the
writer has in mind

① NOT YET:

a bare beginning; writer not yet
showing any control



IDEAS AND CONTENT

(Development)

5 *This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.*

- A. The topic is **narrow** and **manageable**.
- B. **Relevant, telling, quality details** give the reader important information that goes **beyond the obvious** or predictable.
- C. Reasonably **accurate details** are present to support the main ideas.
- D. The writer seems to be writing from **knowledge** or **experience**; the ideas are **fresh** and **original**.
- E. The reader's questions are **anticipated and answered**.
- F. **Insight**—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

3 *The writer is beginning to define the topic, even though development is still basic or general.*

- A. The **topic is fairly broad**; however, you can see where the writer is headed.
- B. **Support is attempted**, but doesn't go far enough yet in fleshing out the key issues or story line.
- C. **Ideas are reasonably clear**, though they may not be detailed, personalized, accurate, or expanded enough to show indepth understanding or a strong sense of purpose.
- D. The writer seems to be drawing on knowledge or experience, but **has difficulty going from general observations to specifics**.
- E. The reader is **left with questions**. More information is needed to "fill in the blanks."
- F. The **writer generally stays on the topic** but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

1 *As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:*

- A. The writer is **still in search of a topic**, brainstorming, or has not yet decided what the main idea of the piece will be.
- B. Information is **limited** or **unclear** or the **length is not adequate** for development.
- C. The idea is a **simple restatement** of the topic or an **answer** to the question with little or no attention to detail.
- D. The writer has **not begun to define the topic** in a meaningful, personal way.
- E. **Everything seems as important as everything else**; the reader has a hard time sifting out what is important.
- F. The text may be **repetitious**, or may read like a collection of **disconnected, random thoughts** with no discernable point.



ORGANIZATION

5 *The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.*

- A. An **inviting introduction** draws the reader in; a **satisfying conclusion** leaves the reader with a sense of closure and resolution.
- B. **Thoughtful transitions** clearly show how ideas connect.
- C. Details seem to fit where they're placed; **sequencing is logical and effective**.
- D. **Pacing is well controlled**; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The **title**, if desired, is **original** and captures the central theme of the piece.
- F. Organization **flows so smoothly** the reader hardly thinks about it; the choice of structure matches the **purpose and audience**.

3 *The organizational structure is strong enough to move the reader through the text without too much confusion.*

- A. The paper has a **recognizable introduction and conclusion**. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
- B. **Transitions often work well**; at other times, connections between ideas are fuzzy.
- C. **Sequencing** shows **some logic**, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the **structure takes attention away from the content**.
- D. **Pacing is fairly well controlled**, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A **title (if desired) is present**, although it may be uninspired or an obvious restatement of the prompt or topic.
- F. The **organization sometimes supports the main point or storyline**; at other times, the reader feels an urge to slip in a transition or move things around.

1 *The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:*

- A. There is **no real lead** to set-up what follows, **no real conclusion** to wrap things up.
- B. Connections between ideas are **confusing** or not even present.
- C. **Sequencing needs** lots and lots of **work**.
- D. **Pacing feels awkward**; the writer slows to a crawl when the reader wants to get on with it, and vice versa.
- E. **No title is present** (if requested) or, if present, **does not match** well with the content.
- F. Problems with organization make it **hard for the reader to get a grip** on the main point or story line.



VOICE

5 *The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.*

- A. The tone of the writing **adds interest** to the message and is **appropriate for the purpose and audience**.
- B. The reader feels a **strong interaction** with the writer, sensing the **person behind the words**.
- C. The writer **takes a risk** by revealing who he or she is consistently throughout the piece.
- D. **Expository or persuasive** writing reflects a **strong commitment** to the topic by showing **why** the **reader needs to know this** and why he or she should care.
- E. **Narrative** writing is **honest, personal, and engaging** and makes you **think about, and react to**, the author's ideas and point of view.

3 *The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.*

- A. The writer seems aware of an audience but discards personal insights in favor of **obvious generalities**.
- B. The writing communicates in an **earnest, pleasing, yet safe** manner.
- C. Only **one or two moments here or there** intrigue, delight, or move the reader. These places may **emerge strongly for a line or two, but quickly fade away**.
- D. **Expository or persuasive** writing **lacks consistent engagement** with the topic to build credibility.
- E. **Narrative** writing is **reasonably sincere**, but doesn't reflect unique or individual perspective on the topic.

1 *The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:*

- A. The writer is **not concerned with the audience**. The writer's style is a **complete mismatch** for the intended reader or the writing is **so short** that little is accomplished beyond introducing the topic.
- B. The writer speaks in a kind of **monotone** that flattens all potential highs or lows of the message.
- C. The writing is **humdrum** and **"risk-free."**
- D. The writing is **lifeless or mechanical**; depending on the topic, it may be overly technical or jargonistic.
- E. The development of the topic is **so limited** that **no point of view is present**—zip, zero, zilch, nada.



WORD CHOICE

5 *Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.*

- A. Words are **specific** and **accurate**. It is easy to understand just what the writer means.
- B. **Striking words and phrases** often catch the reader's eye and linger in the reader's mind.
- C. Language and phrasing is **natural, effective, and appropriate** for the audience.
- D. **Lively verbs** add energy while **specific nouns** and **modifiers** add depth.
- E. Choices in language **enhance** the **meaning** and **clarify** understanding.
- F. **Precision** is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

3 *The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.*

- A. Words are **adequate and correct in a general sense**, and they support the meaning by not getting in the way.
- B. Familiar **words and phrases communicate** but rarely capture the reader's imagination.
- C. **Attempts at colorful language** show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).
- D. Despite a **few successes**, the writing is marked by **passive verbs, everyday nouns, and mundane modifiers**.
- E. The words and phrases are **functional** with only **one or two fine moments**.
- F. The words may be **refined in a couple of places**, but the language looks more like **the first thing that popped into the writer's mind**.

1 *The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.*

- A. Words are so **nonspecific and distracting** that only a **very limited meaning** comes through.
- B. Problems with language **leave the reader wondering**. Many of the **words just don't work** in this piece.
- C. Audience has not been considered. **Language is used incorrectly** making the message secondary to the misfires with the words.
- D. **Limited vocabulary** and/or **misused parts of speech** seriously impair understanding.
- E. Words and phrases are so **unimaginative and lifeless** that they detract from the meaning.
- F. **Jargon or clichés** distract or mislead. **Redundancy** may distract the reader.



SENTENCE FLUENCY

5 *The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.*

- A. Sentences are constructed in a way that underscores and enhances the **meaning**.
- B. Sentences **vary in length as well as structure**. Fragments, if used, add style. Dialogue, if present, sounds natural.
- C. **Purposeful and varied sentence beginnings** add variety and energy.
- D. The use of **creative and appropriate connectives** between sentences and thoughts shows how each relates to, and builds upon, the one before it.
- E. The writing has **cadence**; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

3 *The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.*

- A. Although sentences may not seem artfully crafted or musical, **they get the job done in a routine fashion**.
- B. Sentences are **usually constructed correctly**; they **hang together**; they are **sound**.
- C. **Sentence beginnings** are not ALL alike; **some variety is attempted**.
- D. The reader sometimes has to **hunt for clues** (e.g., connecting words and phrases like *however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although*, etc.) that show how sentences interrelate.
- E. **Parts** of the text **invite expressive oral reading**; others may be stiff, awkward, choppy, or gangly.

1 *The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:*

- A. Sentences are **choppy, incomplete, rambling or awkward**; they need work. **Phrasing does not sound natural**. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.
- B. There is little to **no “sentence sense”** present. Even if this piece was flawlessly edited, the sentences would not hang together.
- C. Many **sentences begin the same way**—and may follow the same patterns (e.g., *subject-verb-object*) in a monotonous pattern.
- D. **Endless connectives** (*and, and so, but then, because, and then*, etc.) or a **complete lack of connectives** create a massive jumble of language.
- E. The text **does not invite expressive oral reading**.



CONVENTIONS

5 *The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.*

- A. **Spelling** is generally correct, even on more difficult words.
- B. The **punctuation** is accurate, even creative, and guides the reader through the text.
- C. A thorough understanding and consistent application of **capitalization** skills are present.
- D. **Grammar and usage are correct** and contribute to clarity and style.
- E. **Paragraphing tends to be sound** and reinforces the organizational structure.
- F. The writer **may manipulate conventions** for stylistic effect—and it works! The piece is very close to being **ready to publish**.

***GRADES 7 AND UP ONLY:** The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.*

3 *The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.*

- A. **Spelling** is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
- B. **End punctuation** is usually correct; internal punctuation (*commas, apostrophes, semicolons, dashes, colons, parentheses*) is sometimes missing/wrong.
- C. **Most words are capitalized correctly**; control over more sophisticated capitalization skills may be spotty.
- D. **Problems with grammar or usage are not serious** enough to distort meaning but may not be correct or accurately applied all of the time.
- E. **Paragraphing is attempted** but may run together or begin in the wrong places.
- F. **Moderate editing** (a little of this, a little of that) would be required to polish the text for publication.

1 *Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:*

- A. **Spelling errors are frequent**, even on common words.
- B. **Punctuation** (including terminal punctuation) is often **missing or incorrect**.
- C. **Capitalization** is **random** and only the easiest rules show awareness of correct use.
- D. **Errors in grammar or usage are very noticeable**, frequent, and affect meaning.
- E. **Paragraphing is missing, irregular, or so frequent** (every sentence) that it has no relationship to the organizational structure of the text.
- F. The reader must **read once to decode**, then again for meaning. **Extensive editing** (virtually every line) would be required to polish the text for publication.



Kindergarten Writing Lesson #1 with Narrative Prompt

Title:	Summertime
Grade:	Kindergarten
Core Standards:	LA Standard 8–Students write daily to communicate effectively for a variety of purposes and audiences. Science Standard III Obj. 1–Investigate changes in the seasons.
Objective/Purpose:	Students will write to describe a summer activity.
Time Required:	Two 30-minute lessons
Teacher Materials:	Picture book about the seasons Bag with summer objects (swimsuit, sunglasses, sprinkler head, sunblock, toy car, etc.)
Student Materials:	Writing paper Pencil

What to Do:

Session 1

1. Read a book about the seasons (for example: *Caps, Hats, Socks; Mittens; Changing Seasons*; or *The Apple Pie Tree*).
2. Discuss what summer is like and how it is different from other seasons.

Session 2

1. Have a bag with summer-related items inside (sunglasses, a swimming suit, a sprinkler head, etc.). Have students take turns taking out one item at a time. Discuss how each item might be used in the summer.
2. Read the prompt. Allow students sufficient time to write.

Writing Prompt: Write to tell about one of your favorite things to do in the summer.

Student Paper #1
(Kindergarten Student)

Title: "Summertime"

April 13 2004
We go to Lu Goun in the
summer With my Gramps,
and Grama and my Mom and
Dad there is en plane
and scirid and ro lreosst
and a chrane
skyride
train

Student Paper #1
(Kindergarten Student)

Commentary
(Exemplary Example)

Title: “Summertime”

IDEAS AND CONTENT:

- The writing contains sentences that embellish and expand.
- Student includes a topic and several details.
- The writing shows clarity and focus.

ORGANIZATION:

- The writing is balanced on the page.
- Ideas are grouped together.

VOICE:

- The writing shows personality through the choice of activities the student chooses to write about.

WORD CHOICE:

- The writer “stretches” to use new and precise words: *train, roller coaster, sky ride, airplanes, grandma, grandpa, Lagoon.*

SENTENCE FLUENCY:

- The writer experiments with longer sentences by stringing words together.

CONVENTIONS:

- All high frequency words are spelled correctly.
- Student correctly capitalizes names and the beginning word in a sentence.
- Some words are spelled phonetically but are easily read.

WHAT TO DO NEXT WITH THIS STUDENT:

- Model punctuation and capitalization through interactive writing.
- Encourage student to expand ideas to make the story more interesting.
- Encourage the use of a story title.

Student Paper #2
(Kindergarten Student)

Title: "Summertime"

I --- WANT --- TO GO SWIMMING

AT THE WATER --- PARK ---

I WILL PUT ON SUNSCREEN

ON ---

**Student Paper #2
(Kindergarten Student)**

**Commentary
(Average Example)**

Title: "Summertime"

IDEAS AND CONTENT:

- The paper includes two sentences that expand on the topic.
- The writing shows clarity and focus on the topic.

ORGANIZATION:

- The writing is balanced on the page.
- There is evidence of revision. The student erased "go" and wrote "put" and changed "city" to "water."

VOICE:

- Shows emerging personality in writing.

WORD CHOICE:

- The student "stretches" to use new/precise words, such as *sun screen*, *park*, *swimming*, and *water*.

SENTENCE FLUENCY:

- The student uses more complex sentence structures, rather than just repeating, "I like."

CONVENTIONS:

- High frequency words are spelled correctly.
- The punctuation is correct.
- The student capitalizes "I."
- Some words are spelled phonetically but are readable (*pork* for *park*, *wont* for *won't*).

- The paper shows directionality, and the writer spaces between words.

WHAT TO DO NEXT WITH THIS STUDENT:

- Model capitalization and the proper use of lines through interactive writing.
- Encourage the child to reread the final piece for clarity.

Kindergarten Writing Lesson #2 with Descriptive Prompt

Title:	All About Me
Grade:	Kindergarten
Core Standards:	LA Standard 8–Students write daily to communicate effectively for a variety of purposes and audiences.
Objective/Purpose:	Students will write to describe something about themselves.
Time Required:	45 minutes
Teacher Materials:	Mirrors Chart paper Water-based markers
Student Materials:	Writing paper Pencil Drawing paper Crayons

What To Do:

Session 1

1. Hold a mirror up to your face and describe yourself to the students. As you describe yourself, draw a picture of what you see on a piece of chart paper.
2. Distribute mirrors to students and have them look at themselves and describe what they see.
3. Have the students draw pictures of themselves, reminding them to include the details they saw and described.

Session 2

1. Review the previous session. Using the picture you drew of yourself, model write a description of yourself (for example: "I have red hair. My eyes are green. I have a nice smile").
2. Read the prompt. Distribute the self-portraits and writing paper to the students. Allow students sufficient time to complete the writing task.

Writing Prompt: Write to tell me what you look like.

Student Paper #1
(Kindergarten Student)

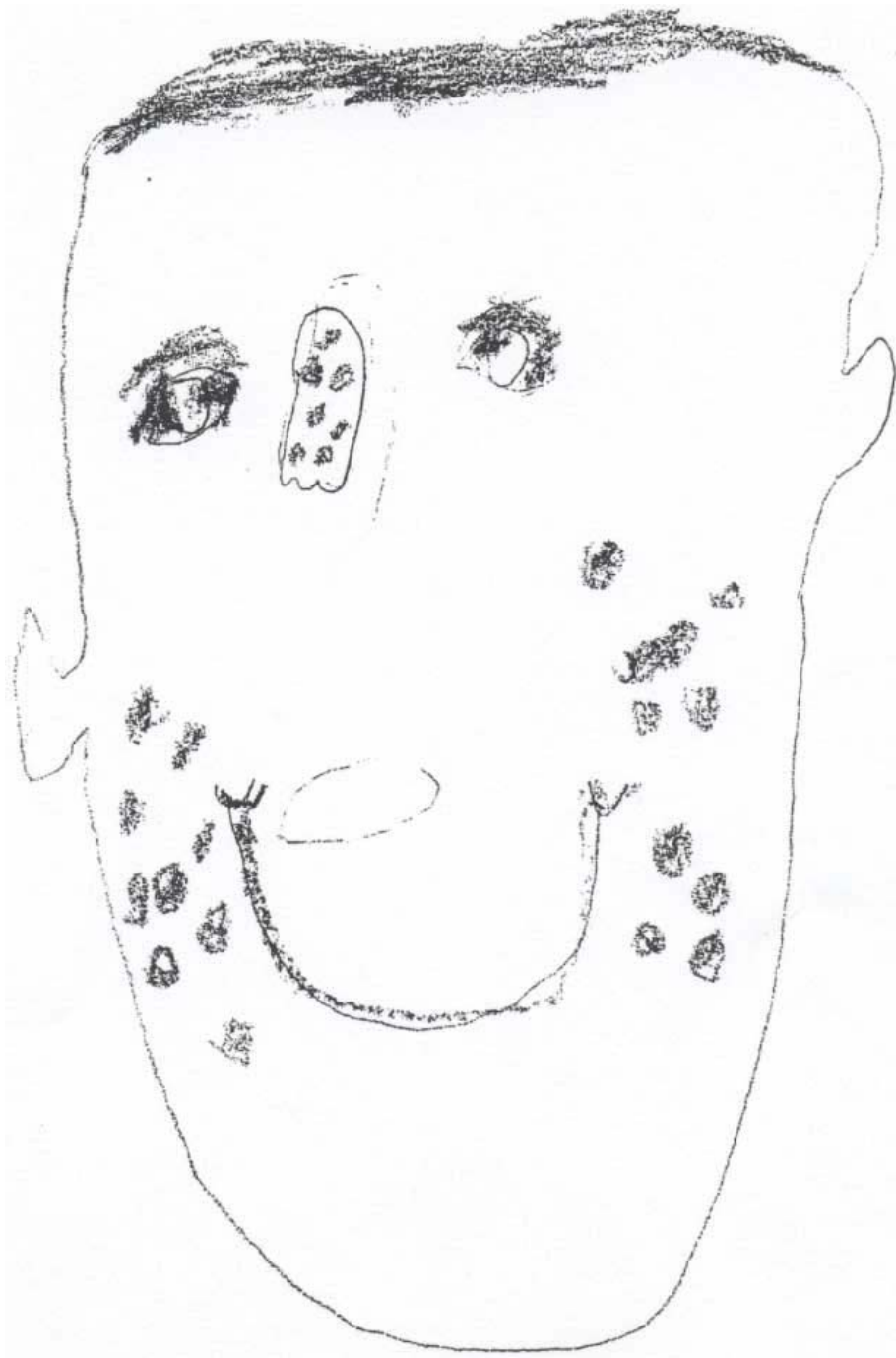
Title: "All About Me"

4-16-04

I am a Amarocho. I have freckles. I have
blue eyes. I have brown hair and
my freckles are on my nose and
cheeks. I have a scar on my nose.

**Illustration for Student Paper #1
(Kindergarten Student)**

Title: "All About Me"



**Student Paper #1
(Kindergarten Student)**

**Commentary
(Exemplary Example)**

Title: “All About Me”

IDEAS AND CONTENT:

- The writer attends to details such as, “Freckles are on my nose and cheeks.”
- The writer notices little things that others might not notice: “I have a scar on my nose.”
- The writer includes seven physical features on his face.

ORGANIZATION:

- The paper shows excellent correlation between the text and student drawing.

VOICE:

- The student writes some unusual sentences: “I am an American.” “I have a scar on my nose.”

WORD CHOICE:

- The writer “stretches” to use new and precise words: *American, freckles, scar, cheeks*.

SENTENCE FLUENCY:

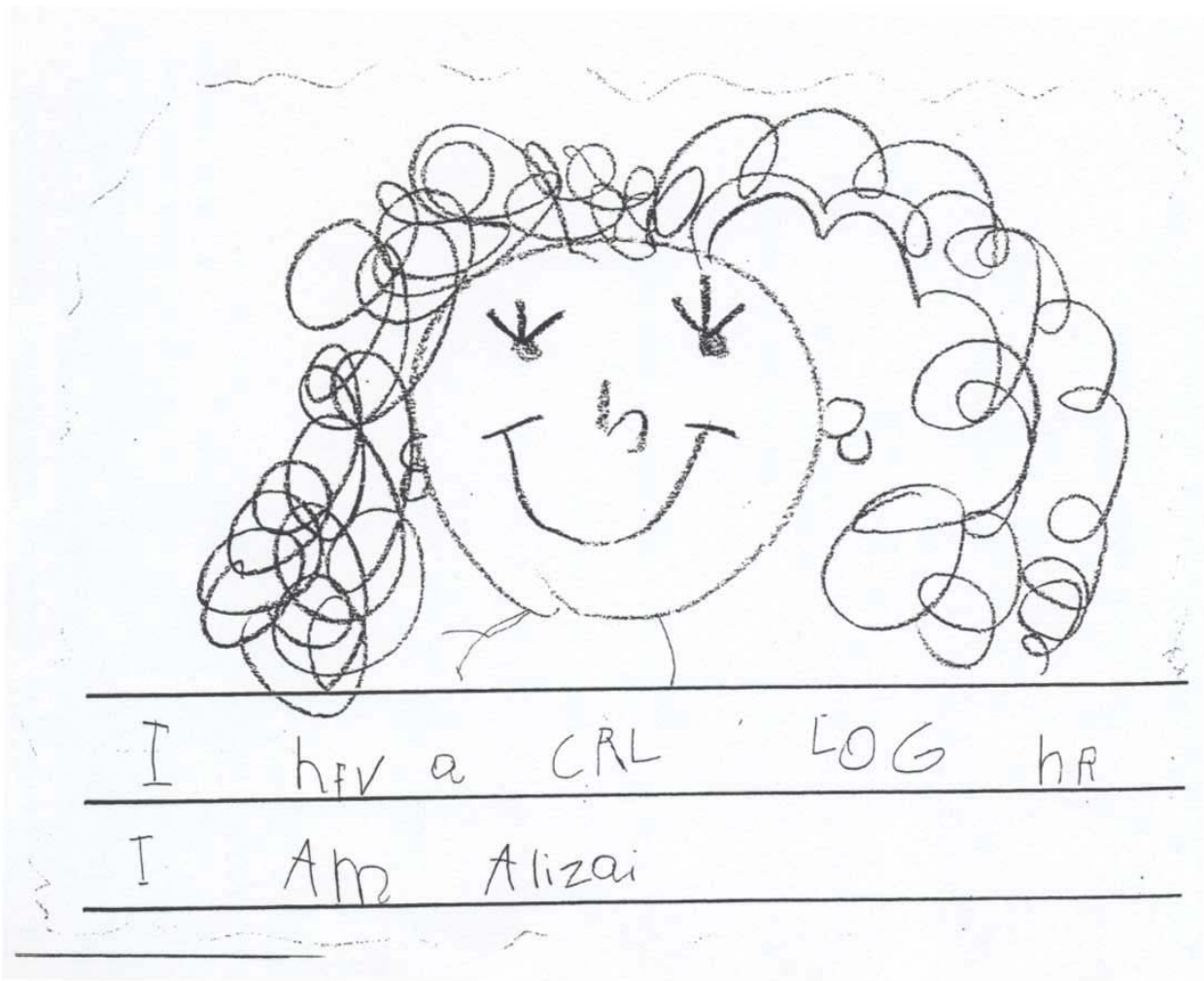
- The writer demonstrates the use of more complex sentences: “I have brown hair and I have freckles on my nose and cheeks.”
- The student uses long and short sentences.

CONVENTIONS:

- All high frequency words are spelled correctly.
- Some words are spelled phonetically but are readable: *Amaracn, checs, frecls*.

Student Paper #2
(Kindergarten Student)

Title: "All About Me"



**Student Paper #2
(Kindergarten Student)**

**Commentary
(Average Example)**

Title: “All About Me”

IDEAS AND CONTENT:

- The writer pays attention to some details: “curly long hair”; eyelashes and earrings in the student drawing.
- The writing includes two physical features from the picture of her face.

ORGANIZATION:

- The student text and picture match.
- There is balance on the page between the drawing and the writing.

VOICE:

- One unusual detail and bit of sparkle: “I have curly long hair.”
- The drawing shows emotion and personality: curly hair, eyelashes, earring, smile, nose, and there is a border around the drawing and text.

WORD CHOICE:

- The student “stretches” to use new/precise words, such as “curly long hair.”

SENTENCE FLUENCY:

- Both sentences contain a subject and verb.
- One sentence is long, the other short.

CONVENTIONS:

- Some high frequency words are spelled correctly.
- The writer spaces between words.
- There is left-to-right orientation.
- The student writes on the lines.

- The student capitalizes “I.”
- The spelling is readable.

WHAT TO DO NEXT WITH THIS CHILD:

- Provide the child with more lines for writing to encourage the child to extend more.
- Through interactive writing, model more complex sentence structures.
- Encourage the use of resources such as the “word wall” and shared readings.

First Grade Writing Lesson #1 with Narrative Prompt

Title:	Forever Friends
Grade:	First Grade
Core Standards:	LA Standard 8--Students write daily to communicate effectively for a variety of purposes and audiences.
Objective/Purpose:	Students will write a descriptive paragraph about a friend.
Time Required:	Three 30-minute lessons
Teacher Materials:	Selected books about friends Chart paper Water-based marker
Student Materials:	Writing Paper Pencil

What to do:

Session 1

1. Guide students through a think-aloud about a best friend. Describe the friend, tell experiences with the friend, and why the friend is important.
2. Read students a book about friends (for example: *Best Friends* by Steven Kellogg or *Wilfred Gordon McDonald Partridge* by Mem Fox).
3. Identify one of the characters from the book, and lead a discussion where the character is described. Use questioning to elicit specific qualities about the character.

Session 2

1. Review the activity from the previous session.
2. With help from the students, model writing a descriptive paragraph about the character from the book. Use chart paper and write in large print. Model the kinds of thinking that go into decisions about what to write, how to spell, and how to punctuate and capitalize.
3. Read the completed text to the students.

4. Ask student to think of a friend they would like to write about. Ask a few students to describe their friend. Then ask all students to describe their friend to a partner. Have the students write the name of the friend on a piece of writing paper. Collect papers for the next day.

Session 3

1. Review the previous day's discussion. Distribute papers with the friends' names. Have the students read the name and recall details about the friend they will write about.
2. Model for the students again, by describing your friend. Tell three details about the friend (for example: "Sandy has green eyes, she has a dog named Sam, and she is good at singing").
3. Read the prompt to students.
4. Give students time to write. Circulate and conference.

Writing Prompt: Think about a special friend you have. Write to tell me at least three things about this friend.

Student Paper #1
(First Grade Student)

Title: "Forever Friends"



My friend is Antonio.

he tells jokes they are
funny. Antonio has great
ideas and he shares ideas
with me. we play at
recess together. Joaquin

**Student Paper #1
(First Grade Student)**

**Commentary
(Exemplary Example)**

Title: “Forever Friends”

IDEAS AND CONTENT:

- The sentences embellish and expand on the topic.
- The topic includes several details.
- Writing has clarity and focus.

ORGANIZATION

- The writing is tailored to the audience.
- One idea leads to the next.
- The ideas are organized, with elaboration.

VOICE

- The writing shows the writer’s relationship with his friend.

WORD CHOICE

- The writer uses nouns and verbs correctly.
- The paper includes striking words and phrases: “Antonio has great ideas and he shares ideas with me.”

SENTENCE FLUENCY

- Rhythm and cadence in the writing is evident.
- One sentence leads to the next.
- Writer uses multiple sentence lengths with varied beginnings.

CONVENTIONS

- Most high frequency words are spelled correctly.
- Capitalization and punctuation are generally correct.
- Some words are phonetically correct with readable spelling: *grat*, *tells*.

WHAT TO DO NEXT

- Work on beginning capitalization.
- Encourage revision to add details.
- Work on legibility and spacing between words.

Student Paper #2
(First Grade Student)

Title: "Forever Friends"

She is funny and she likes to Jump
Rope. we like to splay to. and she
nica to me. she come to my house
when I have my duB house.

**Student Paper #2
(First Grade Student)**

**Commentary
(Average Example)**

Title: “Forever Friends”

IDEAS AND CONTENT:

- The paper includes five ideas and elaborates on only one.
- The writing shows clarity and focus.

ORGANIZATION:

- The writing includes one main topic.
- The writer uses connecting words.

VOICE:

- The writing shows beginning use of voice.

WORD CHOICE:

- The words are appropriate for the writing.

SENTENCE FLUENCY:

- The subject-and-verb pattern in sentences is well established.

CONVENTIONS:

- All high frequency words are spelled correctly.
- Some periods are used in appropriate places.

WHAT TO DO NEXT WITH THIS STUDENT:

- Work on beginning capitalization.
- Encourage risk taking with sentence variety and word choice.
- Encourage revision by adding more details.
- Use read-alouds to identify the use of voice, and connect use of voice to student writing.
- Encourage the child to reread the final piece for clarity.

Second Grade Writing Lesson #1 with Narrative Prompt

Title:	Surprise
Grade:	Second Grade
Core Standards:	4002-0860–Produce personal writing (personal experiences). 4002-0801–Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about a time they surprised themselves or someone else.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Fortunately</i> , Remy Charlip <i>That's Good! That's Bad!</i> , Margery Cuyler <i>The Wednesday Surprise</i> ,* Donald Carrick <i>First Day of School</i> , Eve Bunting <i>Miss Nelson is Missing</i> , James Marshall *Includes a box with visuals to go with the story (e.g., party hat, presents, blindfold, costume, etc.).
Student Materials:	Graphic organizers or story map (e.g., beginning, middle, end) Writing paper Pencil

What to Do:

1. Share and discuss items in the box.
2. Read the selected story.
3. **Pre-write** (plan). Model the use of the graphic organizer using the selected story.
4. Brainstorm topic ideas. Have students turn to a partner and tell of a time they surprised themselves or someone else. Tell lots of details.
5. **Write** (compose). Have students create their own graphic organizer, starting with title. Use ideas from the graphic organizer to create a first draft.
6. Have students self-assess their drafts using the modified Six Traits checklist.

7. Have students share their stories with a partner or small group, or through the **author's chair**.
8. Tally all students' self-assessed scores on the rubric for each of the Six Traits to ascertain the class' strengths and weaknesses.

Writing Prompt: Write about a time when you surprised yourself or someone else. Use enough details so that the reader can picture the person or the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "Camping"

Camping!

My brother is in boy scouts. He had been waiting along time to go camping with the other scouts. Finally, the day had come, when he got home from school he was in a rush to get packed up. Soon he was with the other scouts roasting marshmallows. After they were all full they left to get their pj's on and get into their tents. The next morning my brother saw his two neighbors outside their tent my brother asked them what they were doing. They told my brother to look in their tent so my brother did and he saw a skunk! He asked them how they didn't get sprayed they said they quietly tiptoed out without bothering it. So the day my brother came home that was the story he told us.

Student Paper #1
(Second Grade Student)

Commentary
(Exemplary Example)

Title: “Camping”

IDEAS AND CONTENT:

The paper contains relevant, telling, quality details. The topic is narrow and manageable. Example: the writer followed the theme of camping with the scouts and finding a skunk in their tent.

ORGANIZATION:

The paper has an inviting introduction that ties in with a satisfying conclusion about the story her brother told. The pacing is well controlled.

VOICE:

The reader feels a strong connection to the writer. Example: “They told my brother to look in their tent. So my brother did and he saw a skunk.”

WORD CHOICE:

The writer uses lively verbs, such as *roasting*, *packed up*, *quietly tiptoed*, etc.

SENTENCE FLUENCY:

The writer incorporates varied sentence beginnings and sentence lengths.

CONVENTIONS:

Spelling is generally correct. More attention needs to be paid to grammar and usage. Example: run-on sentences–“in their tent and”... “get sprayed they said...”

Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"

when we
got Otis

By: ~~_____~~
April 13, 2004

One day we got home from school my dad told me to pick up Ben's stuff out front. I went out front and just saw nothing but our front-yard. I went back inside. I went into the kitchen and told my dad that Ben didn't have anything outside. Then Ben came in the kitchen and opened the back door. Daisy and a puppy came in. We named the puppy Otis.

Illustration for Student Paper #2
(Second Grade Student)

Title: "When We Got Otis"



**Student Paper #2
(Second Grade Student)**

**Commentary
(Average Example)**

Title: “When We Got Otis”

IDEAS AND CONTENT:

The paper is focused. The writer stays on the topic. The reader's questions are anticipated and answered.

ORGANIZATION:

The sequencing is logical, and the title is original.

VOICE:

The narrative is personal. Example: “I went into the kitchen and told my dad that Ben didn’t have anything outside.”

WORD CHOICE:

Some word choices are too general (e.g., *used*, *went*, *often*).

SENTENCE FLUENCY:

Many sentences begin the same way, but length as well as structure vary.

CONVENTIONS:

Spelling and end punctuation are correct. The writer needs to allow more space between words.

Second Grade Writing Lesson #2 with Narrative Prompt

Title:	Yippee!
Grade:	Second Grade
Core Standards:	4002-0806–Produce personal writing (personal experiences). 4002-0801–Generate ideas for writing by reading, discussing literature, and reflecting on personal experiences.
Objective/Purpose:	Students will write a personal narrative about their best day of school.
Time Required:	45 minutes
Teacher Materials:	Selected books: <i>Thank You, Mr. Falker</i> , Patricia Polacco <i>Mr. Lincoln's Way</i> , Patricia Polacco <i>Lily's Purple Plastic Purse</i> , Kevin Henkes <i>Chrysanthemum</i> , Kevin Henkes
Student Materials:	Graphic organizer (web or 8 squares) Writing paper Pencil

What to Do:

1. Read a selected story/stories.
2. Discuss what happened that made the day (in the story) so great.
3. **Pre-write** (plan). Have students brainstorm ideas about their best day of school.
Mention that they may draw experiences from preschool, as well.
4. Have students turn to a partner and share ideas about their best day in school.
5. Model the use of the graphic organizer using one of the shared stories.
6. **Write.** Have students create their own graphic organizer, starting with their title.
7. Using their graphic organizers, have each student write draft sentences

about his or her best day at school.

8. Give students time to assess their papers, using the student checklist.
9. Let students share their completed stories with a partner, in small groups, or through the “author’s chair.”
10. Tally all students’ self-assessed scores on the rubric for each of the Six Traits to ascertain the class’ strengths and weaknesses.

Writing Prompt: Write about the best day you have ever had at school. Give lots of details so your reader can picture the thing that happened.

Student Paper #1
(Second Grade Student)

Title: "My Best Day in School"

Date March 4, 2004

My Best Day In School
The walking report
card was my best day
in school. First we had
a program in the gym.
We sang Zip-a-de-do-da
and our parents sang with
us. After that we went
to the library. Then our
parents gave us our
spelling test. We did a
dance for our parents

Date March 4, 2004

there. Then we went
back to the classroom.

My favorite part was
when we got the
donuts and popcorn
afterwards. Also I

liked when our parents
got to sing with us.

**Student Paper #1
(Second Grade Student)**

**Commentary
(Exemplary Example)**

Title: “My Best Day in School”

IDEAS AND CONTENT:

The topic is narrow and manageable (i.e., What happened during a walking report card?).

ORGANIZATION:

The pacing is well controlled and moves nicely from beginning to end.

VOICE:

The writer’s voice is personal and engaging.

WORD CHOICE:

The language and phrasing are natural. (Example: “We sang Zip-a-dee-do-da.”)

SENTENCE FLUENCY:

The student uses a variety of transitions between sentences and thoughts.

CONVENTIONS:

The punctuation is accurate (i.e., the student appropriately hyphenated “Zip-a-dee-do-da”). Spelling is also generally correct.

Student Paper #2
(Second Grade Student)

Title: "My Best Day in School"

Date

3-4-04

My Best Day at School

When we made the
pots. We got a big
square of clay.

We had to use clay.

We had to put them

in the kiln. We took

some of the clay and rolled

it and smashed it. We

used water and slip. I

had alot of fun. It

took a long time. It

Was fun. We painted
the pots. I painted
mine red. I felt
really happy.

**Student Paper #2
(Second Grade Student)**

**Commentary
(Average Example)**

Title: “My Best Day in School”

IDEAS AND CONTENT:

The writer attempts to support ideas, but the reader is left with questions. For example: “We used water and slip.” What is “slip”?

ORGANIZATION:

The sequencing shows some thought and logic. However, while the topic is supposed to include one day, the writer includes activities spanning more than one day. The writer occasionally supports the main topic, but not always.

VOICE:

The voice is reasonably sincere, but the writing is humdrum and “risk-free.”

WORD CHOICE:

Words and phrases are functional, with only one or two fine moments.

SENTENCE FLUENCY:

Too many sentences begin the same way. Example: “We...”

CONVENTIONS:

End punctuation is usually correct, and most words are capitalized correctly.

Third Grade Writing Lesson #1 with Descriptive Prompt

Title:	The Place I Love
Grade:	Third Grade
Core Standards:	4030-08–Standard VII 4030-0801–Obj. 1 4030-0802–Obj. 2 4030-0803–Obj. 3 4030-0804–Obj. 4
Objective/Purpose:	To write a descriptive piece that paints a picture in the reader's mind.
Time Required:	4-5 30-minute sessions
Teacher Materials:	Selected books: <i>All the Places to Love</i> , Patricia McLachlan <i>Grandfather's Journey</i> , Allen Say <i>Miss Rumphius</i> , Barbara Cooney <i>Oh, the Places You'll Go!</i> , Dr. Seuss <i>A Quiet Place</i> , Douglas Wood <i>The Sea Chest</i> , Toni Buzzeo Any book with a vivid setting
Student Materials:	Writing paper Pencil

What to Do:

1. **Pre-write** (plan). Read aloud one or more books about favorite places.
2. Give students one minute to make a list of as many of their favorite places as they can.
3. Let the class share their lists. Students may make any additions to their own lists.
4. Ask students to choose one place about which to write.
5. Using a graphic organizer, have students write words that describe their favorite place.

6. **Write** (compose). From their graphic organizers, have students compose a draft describing their favorite place.
7. **Revise** (improve). Give time for students to meet in groups to read and discuss improvements to their papers. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.
8. **Edit** (proofread). Help students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Have students make a final copy.
9. **Publish** (share). Choose a format for students to share their papers with others.

Writing Prompt: Everyone has favorite places where they feel happy. Choose one favorite place and describe what that place is like, using as many senses as you can. Use rich, descriptive words so your reader can imagine being in your special place.

Student Paper #1
(Third Grade Student)

Title: "My Fun Time at the Beach"

①

4-26-04

My Fun Time At The Beach

We were ~~it~~ finally there. After all that walking we were there. Oh, yeah, if ~~this~~ this story is going to make sense I ~~so~~ should tell you who we is. We is my family and I. My dad with his sunny blond hair and sky blue eyes, my mom ~~not~~ with her ~~medium~~ medium long black hair and almond brown eyes, me ~~not~~ with my short dark brown hair and chestnut brown eyes, and last but not least, my ^{little} brother with his light brown hair and ~~chest~~ chestnut brown eyes like me.

All four of us had just finished the walk to the beach. I could see the towering waves ahead. They were so high it looked as though they were trying to grab the sun but not having much luck. Even if I was blind I would have known that I was at

2

4-26-04

a beach because of the smell. You know, that yucky smell that alot ~~to~~ of beaches have.

I hurriedly took off my sandals and immediately felt the sand streaming between my toes. It felt like powdered sugar. My dad and my little brother had taken off there their sandals too. Now we all went running into the ~~to~~ water.

Up above sea gulls were circling a certain part of the ocean as if they had lost something very ~~to~~ important and needed to find it. But I took ~~no~~ notice of them. I had just ran into the water and it felt extremely cold compared to the warm sand. It was so cold it felt like melted ice cubes. It sent shivers up my spine.

My family and I played in the ocean ~~so~~ and on the sandy shore for a very long time. We played tag

(3)

4-26-04

for a long time. We also played
how far can you go in the water.
My dad always won that ~~game~~
game and I thought that was
unfair because he is the tallest
out of ~~all~~ ^{all} of us so he can
go in ~~of~~ the farthest.

~~Besides that~~

Other than that, I had lots
of fun. The only bad thing
~~was~~ ^{was} ~~were~~ that when the tide came
in it brought with it lots of
~~dead~~ ^{small} jellyfish. I ~~as~~ stepped on
one ~~accidentally~~ accidentally. ~~and~~ It
felt gross. Also there were a
~~hunch~~ ^{hunch} of crabs were scuttling
around. I stepped on two ~~by~~ on
accident and they both pinched
my big toe. It HURT A LOT!!
My toe swelled up and I
had to go sit down with my
mom for awhile. But pretty soon
I was up and running again.

After awhile it was time to
leave. I didn't want to, but I

④

4-26-04

knew I had to. I took one last look at the sandy beach with its beautiful, foamy waves. I was sad to leave. But I was excited to come back tomorrow and play in the ocean once again.

Student Paper #1
(Third Grade Student)

Six Traits Scores and Commentary

Title: “My Fun Time at the Beach”

IDEAS AND CONTENT: [4]

The writer writes from knowledge and experience, and the piece is focused on the topic. However, it does not keep the reader anticipating.

ORGANIZATION: [4]

The pacing moves along and is controlled by word choice. The organization flows smoothly.

VOICE: [4]

The writing is honest and very personal, and the writer is committed to the topic.

WORD CHOICE: [5]

The writer uses specific nouns and modifiers appropriately. The writer uses natural and effective phrasing.

SENTENCE FLUENCY: [4]

The cadence of language is not as smooth as it should be, but the writer uses a variety of ways to construct sentence beginnings.

CONVENTIONS: [4]

The writer attempts to manipulate conventions for a stylistic effect, but spelling and end punctuation are generally correct.

Student Paper #2
(Third Grade Student)

Title: "My First Fishing Trip"

^{L1+}
4-26-04

My 1[#] fishing trip

It was a very hot day. I felt like I was on the sun. The ~~twien~~ wind whispered in my head. I said can we go fishing? My dad said #lets go! My dad grabbed the bait and ~~the~~ fishingpoles. I hopped into the car like I was late for the finals in a basketball game. It was so hot in the car, I felt like I was eating a ^{hot tamale} hot tamale. We fanally got to the Tandan River! When we were by the river, I saw a water rat, I ~~trid~~ tried to catch it but it was ~~ato~~ too fast for me. I saw a white one. Then it was time for the fun part! My dad brought some salmon eggs and his pole. ~~the~~ he got a yank but the fish stole his bait. Then it was my turn. I got a nibble and it stole my bait ~~to~~ too.

2

12
4-26-04

fanally after 100 bites it felt like
it was grabbing onto the pole. It
was a trout. I was so happy!
It flipping and hopping then it
broke it and got away. Because
my dad wondn't get the net to
catch it in. It was a fun day
even though I didn't catch a
fish.

**Student Paper #2
(Third Grade Student)**

Six Traits Scores and Commentary

Title: “My First Fishing Trip”

IDEAS AND CONTENT: [5]

The topic is appropriately narrow and manageable, and the writer gives relevant, quality details.

ORGANIZATION: [5]

The organization flows smoothly, the pacing is well controlled, and the title captures the central theme of the piece.

VOICE: [5]

The writer's voice is honest, personal, and engaging. The writer reveals something about himself.

WORD CHOICE: [4]

The writer attempts to use colorful language, but it is occasionally contrived. The writer uses a variety of verbs.

SENTENCE FLUENCY: [4]

Sentences vary in length and are usually well constructed. Several sentences begin the same way: “ I saw,” “I hopped,” “Then...” One sentence is awkward: “...because my dad wouldn't....”

CONVENTIONS: [3]

Most words are capitalized correctly and ending punctuation is usually correct. Moderate editing is needed to polish the piece.

Student Paper #3
(Third Grade Student)

Title: "The Place I Love"

The Place I Love

The place I love is my grandparents house. It is in Boise Idaho go there with my family. We get there by driving. It takes six hours to get there. When I am close to getting there I feel happy and excited. When I walk in I hear their happy voices. I also hear their grandfather clock ticking gently away. What I smell there is nice bread in the oven. It smells delicious and fresh! Some things I like to do there is go outside and pick strawberries and raspberries. They are very good! Also I like to paint and cook with my grandma. I like to cook desserts with her. It is great and wonderful there! I like it a lot!

Student Paper #3
(Third Grade Student)

Six Traits Scores and Commentary

Title: “The Place I Love”

IDEAS AND CONTENT: [3]

The writer generally stays on the topic. The ideas are reasonably clear.

ORGANIZATION: [3]

The pacing is fairly well controlled, and the paper has an identifiable introduction and conclusion.

VOICE: [3]

The writing is sincere. The piece is pleasant and personable, but not compelling.

WORD CHOICE: [3]

The writer makes attempts at vivid language. (Example: “...grandfather clock ticking gently away”).

SENTENCE FLUENCY: [3]

Sentence fluency is more mechanical than fluid. Sentence construction is simple but correct. A variety of sentence beginnings are evident.

CONVENTIONS: [3]

End punctuation is usually correct and most words are spelled correctly. The writer needs to pay more attention to the differences between *their* and *there*.

Third Grade Writing Lesson #2 with Science Prompt

Title:	Gadgets and Gizmos
Grade:	Third Grade
Core Standards:	Science Standard III, Objective 1c, 2b, 2c
Objective/Purpose:	Students will invent a gadget using one or more simple machines. They will then write a detailed description of that gadget.
Time Required:	4-5 30-minute sessions
Teacher Materials:	Selected books: <i>So You Want to Be an Inventor</i> , Judith St. George <i>Kids' Invention Book</i> , Arlene Erlbach <i>Kids Can Be Inventors Too</i> <i>Mistakes That Worked</i> , Charlotte Foltz Jones
Student Materials:	Graphic organizer Writing paper Pencil

What to Do:

1. Use a graphic organizer to create your machine. Include what the machine is made of, what materials are needed, how it works, and what it does.
2. From your graphic organizer, make an illustration of your machine. Name your machine and label the different parts using different scientific terms learned from the study of simple machines.
3. Using your illustration, write a description of your machine. Describe what it looks like, how it works, and why it helps you. Include the scientific vocabulary in your description (draft).
4. Looking back at your diagram, revise the draft, making sure everything is included. Explain your machine to a partner. From any questions the partner has, add additional descriptive detail.
5. Reread your draft and check for correct capitalization, spelling, and punctuation.

Writing Prompt: Invent a gadget to help you with a job you have to do. It should use one or more simple machines and do some kind of work. Write a detailed description of how your machine works. Be sure to tell what it looks like and why it helps you. Make it sound so wonderful that other people will want you to make one for them, too.

Student Paper #1
(Third Grade Student)

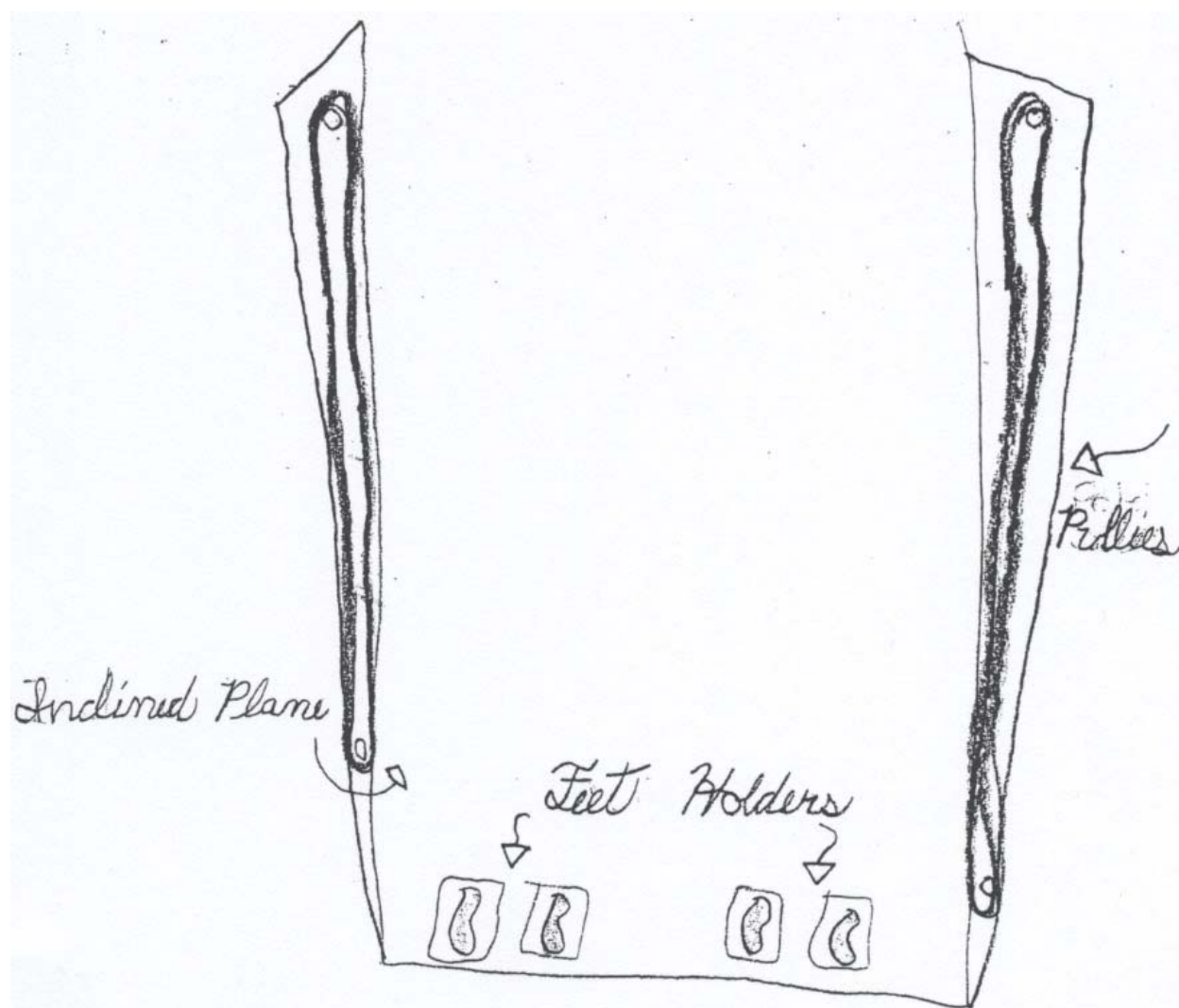
Title: "The Inclined Plane Helper"

The Inclined Plane Helper

My machine is a incline plane with feet holders that takes you up the ramp. You put your feet in the holders and the pulleys move and it takes you up the ramp. It helps you get up the ramp quickly. It also helps you to get up steep places. The feet holders make it so you don't fall going up the ramp.

Illustration for Student Paper #1
(Third Grade Student)

Title: "The Inclined Plane Helper"



**Student Paper #1
(Third Grade Student)**

Six Traits Scores and Commentary

Title: “The Inclined Plane Helper”

IDEAS AND CONTENT: [3]

The ideas expressed are clear, but the development of the paper is too basic/general.

ORGANIZATION: [3]

The sequence is logical and clear, but not compelling. The introduction and conclusion are not strongly evident, even though the information holds together.

CONVENTIONS: [4]

Spelling, capitalization, and punctuation are mostly correct.

NOTE: The student’s diagram supports the written text and shows understanding of simple machine concepts.

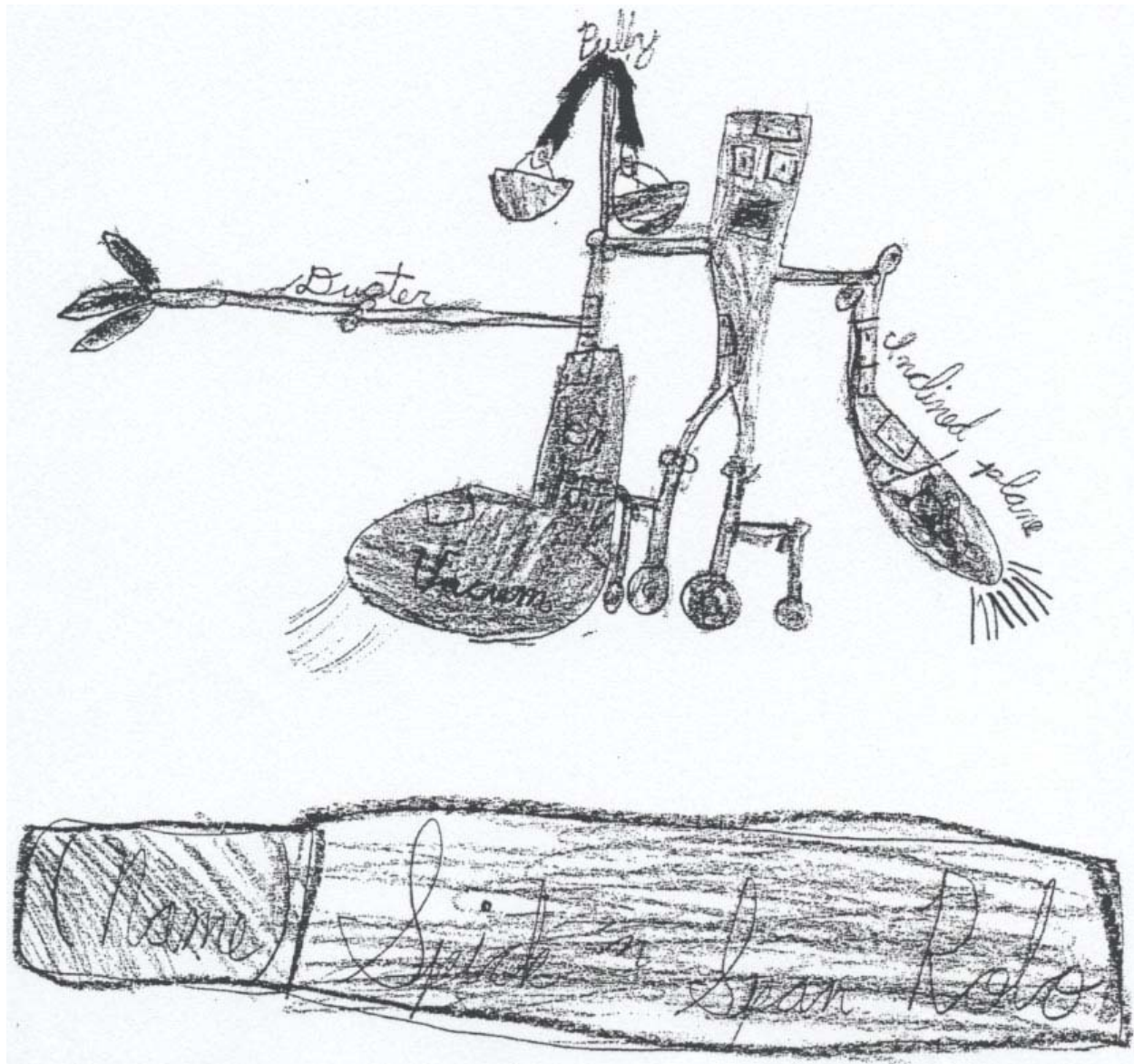
Student Paper #2
(Third Grade Student)

Title: "Spick 'n Span Robo"

Spick 'n Span Robo
My family didn't like cleaning up
the house for four and a half hours
of our free time, so I invented the "Spick
'n Span Robo". It cleaned the house in no
time at all! The Spick 'n Robo can duct in
the hardest to reach places, it makes dishes of
food for eating times without the smallest
mistake for you, it even has an amazing
flexible vacuum (and many more). You can have
a relaxing, lazy day without anything
in the way. The Spick 'n Span Robo costs
only \$229,937⁹⁹! So, come here soon before
they're all gone!

**Illustration for Student Paper #2
(Third Grade Student)**

Title: "Spick 'n Span Robo"



**Student Paper #2
(Third Grade Student)**

Six Traits Scores and Commentary

Title: “Spick ‘n Span Robo”

IDEAS AND CONTENT: [3]

Creative ideas capture the reader’s attention. The topic development is general and leaves the reader with some questions.

ORGANIZATION: [4]

The introduction and conclusion are engaging. The writing flows smoothly, but the writer could have provided more elaboration.

CONVENTIONS: [4]

Spelling, punctuation, grammar, and capitalization are generally correct. But the paragraph is not indented, the period after the first sentence should be a comma, or it should be written as a new sentence with a capital.

NOTE: The student diagram strengthens the “simple machines” aspect of the assignment.

Student Paper #3
(Third Grade Student)

Title: "Food 'a' Grinder"

Food "a" Grinder

The all new amazing, awsome and improved hand powered food grinder! Its so easy to use just place the pan that comes with it full of a solid food on one end, turn the handle and wait till a grinded food comes out the other end. This will grind cheese, ledase, potatoes, tomatoes, & much much X's 300 more things! Get yours today and well throw in spray to wash it after use & a manule of the 600 foods you can grind with recipies as well!

Illustration for Student Paper #3
(Third Grade Student)

Title: "Food 'a' Grinder"



**Student Paper #3
(Third Grade Student)**

Six Traits Scores and Commentary

Title: “Food ‘a’ Grinder”

IDEAS AND CONTENT: [3]

The ideas are reasonably clear, although the reader is left with questions. The writer stays on topic but does not develop detail beyond the obvious.

ORGANIZATION: [3]

The paper has an inviting introduction, and the sequencing shows some logic.

CONVENTIONS: [3]

There are some spelling errors, but the meaning is clear. Capitalization and punctuation are correct. The paragraph lacks indentation.

Fourth Grade Writing Lesson #1 with Narrative Prompt

- Title:** The Best of Times, the Worst of Times
- Grade:** Fourth Grade
- Core Standards:** 4040-0801
4040-0802
4040-0804
4040-0806
- Objective/Purpose:** Students will produce a narrative about a personal experience, with a focus on the trait of organization. The text should have an inviting introduction and satisfying conclusion.
- Time Required:** 3-4 class periods (45 minutes each)
- Teacher Materials:** Books dealing with best/worst experiences
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst
Thank You, Mr. Falker, Patricia Polacco
The Bee Tree, Patricia Polacco
Lily's Purple Plastic Purse, Kevin Henkes
Chrysanthemum, Kevin Henkes
Graphic organizer (story map)
- Extensions:** For review of sequencing. Have students practice sequencing by cutting up short, well organized text. Text can be taken from one of the suggested titles but should not exceed six or seven lines. Have students organize the strips in logical sequence. (Reference: *Creating Writers* by Vicki Spandell, p. 162.)
- Adding voice to language. Read snippets of familiar children's authors. Have students guess who the author is.
- What to Do:**
1. Read one or several of the suggested titles and model, thinking aloud. Pause throughout the reading to model personal thinking about similar experiences. Invite students to make connections also.
 2. Demonstrate, using the graphic organizer, the organization of the book read in step 1.

3. Model writing a best or worst experience by filling in experiences on the graphic organizer.
4. Show students the writing prompt for this lesson. Have them complete the graphic organizer for their own best/worst story.
5. Give students time to draft their stories.
6. Craft story leads and conclusions by sharing both good and poor examples. Have students write two new leads and conclusions for their stories and then pick their favorite.
7. Give students time to revise and edit.

Writing Prompt: We all have good and bad days. Think of a time you had a really good or bad day. Think about what happened, how you felt, and why you still remember it. Write about your experience.

Student Paper #1
(Fourth Grade Student)

Title: "The Deadly Penny"

The Deadly Penny

"Achoo!" my mom screamed, "I can't breathe that well!" I moaned I had been in my room because no one wanted to play with me. I started to play with my coins and suddenly the horror struck. I swallowed a penny but some how I survived. Although I survived, I was sick and had to go to the hospital.

My mom ran over to me and picked me up. She ran to our garage. "What is happening?" my brothers asked while my mom was explaining to them what happened, I was in intense pain, you can't believe how much it hurt. I thought I was going to die.

When my mom finished explaining to them what happened, my dad came home and wanted to know what happened. My mom said that my brothers would tell him. She ran to the car and we sped off. The whole way my mom was soothing me and telling me it would be okay. It helped only a little.

When we got to the hospital my mom rushed me to the ER and explained what happened. We then sat down and waited for a bit. That little amount of time seemed like hours. When we finally met with the doctors I thought that I was already dead.

They put me in a big and cold room. They

then stuck some thing up my nose. After that I don't really remember what happened until I got out and then my mom told me that it was okay and the penny was out. We got home and the rest of the family was very happy that I was okay. I felt really good after that and not in pain.

After that night I never put a penny near my mouth and hope I never do.

**Student Paper #1: Scores
(Fourth Grade Student)**

Scores and Commentary

Title: “The Deadly Penny”

IDEAS AND CONTENT: [4]

The writer holds the reader's attention and is writing from experience. Ideas are reasonably clear, although they may lack detail.

ORGANIZATION: [4]

The title is original. The organization flows, but the paper lacks a satisfying conclusion.

VOICE: [5]

The writing is honest, personal and engaging. The tone of the writing is appropriate and holds the reader's interest.

WORD CHOICE: [3]

The writer makes attempts at colorful language. More precise wording could be used in a couple of places. It appears that the writer selected the first words that came into mind.

SENTENCE FLUENCY: [3]

The writer gets the job done in a routine fashion. Sentence beginnings need more variety and energy.

CONVENTIONS: [3]

The writer attempts the use of quotations but does not always punctuate them properly. Otherwise, spelling and punctuation are generally correct.

Student Paper #2
(Fourth Grade Student)

Title: "The Wet Pants"

The Wet Pants

One day when I was in the cafeteria drinking my milk, I dropped my milk carton on myself while there was still milk in it! I was sooo embarrassed!

I had to go and get a rag from the lunch ladies and mop it up off the floor. After I was done with that I walked real fast to the playground.

When I got outside, I went straight to the monkey bars. I got up onto them and started going around the bars. Then a boy I didn't even know said, "Hey, did you wet your pants?"

I looked down at my pants. It really did look like I had wet my pants. I was even more embarrassed than I already was!

I jumped off the monkey bars and ran to the grass. I tried to make my jeans dry. I even laid down on the grass face up so the sun would dry my jeans.

Suddenly the bell rang. Oh, no! My pants were still wet! I ran to my line and tried to cover up my jeans.

As soon as I got to my classroom I sat down in my seat thinking, "I can't wait to go home."

**Student Paper #2: Scores
(Fourth Grade Student)**

Scores and Commentary

Title: “The Wet Pants”

IDEAS AND CONTENT: [5]

This paper is clear and focused and gives accurate details. The reader's questions are anticipated and answered.

ORGANIZATION: [4]

The organization flows smoothly. The ending is satisfying, but paper could use a more compelling beginning.

VOICE: [5]

The writer takes risk throughout the piece. The reader feels a strong interaction with the writer.

WORD CHOICE: [3]

The writer attempts to use some colorful language, but the paper lacks memorable words and phrases. The writing could benefit from more active verbs.

SENTENCE FLUENCY: [4]

This paper has an easy flow and rhythm. It could use more purposeful and varied sentence beginnings.

CONVENTIONS: [5]

The writer demonstrates a good grasp of standard writing conventions.

Student Paper #3
(Fourth Grade Student)

Title: "The Day"

"The Day"

One typical morning on Monday April 19, 2004 I had to go to school. My annoying, little brother Randall comes to school with my friends and I. "Russel come down and practice piano" my mom yelled so I can hear it. While I was practicing, the doorbell rang... it was my friend Dylan and his brother Deion, sister Danica they came to pick us up.

When we got to Escalante, my friends were waiting for me, while suddenly the bell rang harshly "ding, dong, ding, dong." When recess came, two of my good friends, Andrew and Joseph came to play "Follow the leader." Once were playing I took a shortcut under the bridge to get in front, I didn't duck low enough... I dashed toward the bridge so greatly, I felt dead like a doornail, fell to the ground.

All I heard was murmuring about my head bleeding. So I was sent home, then I went to the hospital with my dad, went to go see a doctor and see if I gatt stitches. Well it wasn't that deep so they glued it. I looked in the mirror "Nasty looking" I mumbled. Well, I turned out to be okay, nothing hurt, and since, I was way more careful ever since.

**Student Paper #3: Scores
(Fourth Grade Student)**

Scores and Commentary

Title: “The Day”

IDEAS AND CONTENT: [3]

The paper includes supporting details, but not enough to flesh out the story. Some unnecessary details are included that detract from the writing.

ORGANIZATION: [3]

Most sequencing is logical, but the introduction doesn’t transition well into subsequent paragraphs. The lead and conclusion are fairly strong, however.

VOICE: [3]

The voice is pleasant but not compelling. There are moments when the voice shines, but generally it is a “safe” attempt.

WORD CHOICE: [4]

The writer uses some strong verb choices. (Examples: *murmuring*, *dashed*, *mumbled*.) The writer also attempts to select words appropriately, as in “My *annoying* little brother Randall comes to school with my friends...”

SENTENCE FLUENCY: [4]

The writer incorporates a variety of sentence beginnings and sentence lengths.

CONVENTIONS: [4]

There are a few errors. The writer experiments with some complex conventions and punctuation, such as quotations and ellipses.

AREAS NEEDING IMPROVEMENT:

- Details relevant to the story
- Improved transitions between paragraphs

**Student Paper #4
(Fourth Grade Student)**

Title: "My Good Day"

My Good Day

My good day that I am going to tell you about happened in third Grade. I was at the A. R. store. My teacher was Mrs. Turk.

I had been saving points for a lava lamp. It was the perfect color (pink and purple) for my room. I knew exactly where I would put the lamp. I wanted it so bad, I really hoped no one had taken it, otherwise I would have saved one hundred points for nothing. All year long I had worked hard to save those points. I earned the points by reading books and taking tests.

Crossing my fingers I went inside. Yes! It was still there.

Back in the class room everyone wanted to see it. "Congratulations!" said Mrs. Turk. I learned that working hard pays off. It turned out to be a good day!

**Student Paper #4: Scores
(Fourth Grade Student)**

Scores and Commentary

Title: “My Good Day”

IDEAS AND CONTENT: [4]

There is general development of an idea, but not much support in fleshing out the beginning of the story. Stronger support in the middle and end of the paper is needed.

ORGANIZATION: [4]

The organization is clear, if not predictable.

VOICE: [3]

There are only a few moments when the personality of the writer really shines. Otherwise, the voice is not very engaging.

WORD CHOICE: [3]

Word choice is adequate, but does not stand out. Passive verbs are often used.

SENTENCE FLUENCY: [3]

Too many sentences are short and choppy, although some variety is evident.

CONVENTIONS: [5]

The writer has a good grasp of writing conventions.

AREAS NEEDING IMPROVEMENT:

- Add stronger details, especially in the introduction.
- Vary sentence lengths.
- Select active, lively verbs.

Fifth Grade Writing Lesson #1 with Descriptive Prompt

Title: Lasting Impressions

Grade: Fifth Grade

Core Standards: 4050-0801
4050-0802
4050-0804
4050-0806

Objective/Purpose: Students will be able to incorporate sensory details into a piece of descriptive writing. Students will improve a piece of writing by using precise and vivid language and word choice.

Time Required: 3-4 class periods (45 minutes each)

Teacher Materials: Picture books incorporating sensory details:
Owl Moon, Jame Yolen
Miss Rumphius, Barbara Cooney
Twilight Comes Twice, Ralph Fletcher
Other books by Eve Bunting,
Other books by Cynthia Rylant
Topic/detail graphic organizer

Student Materials: Pictures or postcards (one per student)

What to Do:

1. Pass out pictures or postcards to each student. Instruct students to write a description of the scene. Share student writing as time permits.
2. Read aloud one of the suggested titles (or a title of your choice) that incorporates the use of strong sensory details. Have students listen for phrases that draw on the senses of sight, sound, taste, touch, and hearing.
3. After finishing the book, chart sensory details on the board or a graphic organizer. Discuss with students how using a variety of sensory details improves a piece of writing.
4. Have students return to their postcard or picture description and underline examples of sensory details in different colors. For example, underline sight details in red, and touch details in green. Discuss which type of details students focused on and are needing improvement.

5. Have students return to pictures or postcards and fill in the graphic organizer/sensory web with additional sensory details.
6. Have students revise their descriptive paragraphs by including additional sensory details and vivid language. Have students compare the original and final versions of their paragraphs.

Writing Prompt: Think of a place that you can remember clearly and that is important to you. Think of the sights, sounds, and smells that come rushing back into your memory. Use words to paint a picture of this place that would make a reader feel as if he or she were right there.

Student Paper #1
(Fifth Grade Student)

Title: "My Grandparents' House"

My Grandparents House

As soon as I walk in their house the warm musty smell of my Grandparents house fills me with a feeling of safety. My Grandma comes in from the kitchen and my Grandpa puts down his book. My Grandma's warm loving hug covers me. Then the strong embrace of my grandpa makes me feel safe. Later in the evening the calming sound of people talking and my brothers playing fill my ears. Out in the field a bird calls.

At dinner the excellent taste of my grandmas cooking makes me happy.

My bed is perfect, the mattress is firm and soft, the sheets cool but warm. That is my favorite place.

**Student Paper #1: Scores
(Fifth Grade Student)**

Six Traits Scores and Commentary

Title: “My Grandparents’ House”

IDEAS AND CONTENT: [5]

Ideas are clear and focused. Details are meaningful to the author. (Example: “Then the strong embrace of my grandpa makes me feel safe.”) The writing gives insight into why the place is important to the author.

ORGANIZATION: [5]

The writing flows effectively from idea to idea. The presentation of information moves the reader through the text. Important moments (such as when grandparents are hugging the writer) are “slowed down” and elaborated.

VOICE: [4]

The tone adds interest to the writing and is appropriate to the audience. Voice has an honest and soothing feel.

WORD CHOICE: [4]

Word choice is natural and effective. The writer includes specific details, such as the “calming sound of people talking.”

SENTENCE FLUENCY: [3]

Sentences flow easily and with rhythm. The paper lends itself to being read aloud. Sentences are correctly constructed and hang together.

CONVENTIONS: [4]

Spelling is generally correct. Errors tend to be few and do not get in the way of meaning.

AREAS NEEDING IMPROVEMENT:

- Revise for a stronger conclusion.
- Add lively verbs.
- Add some variety to length of sentences.
- Add commas to compound sentences

Student Paper #2
(Fifth Grade Student)

Title: "My Backyard"

MY Backyard

My backyard is a wonderful place. With a tall wooden playground that we flip off onto the trampoline. As we jump the cool breeze of wind runs into our mouths. Then we lay down on the cool refreshing grass. As we lay we hear cars zooming by with their engines roaring. The smell of dust fills our noses as we run around playing tag. We play from when we get home from school until dinner time practicing tricks and just having fun. My backyard is a place to let out your frustration when no one will listen to you or do anything that you agree with. My backyard is a place where the cool breeze cools you down from your work. Where you can breathe the clean air and smell spring all around you. The flowers surround you with relaxation, and their leaves feel like velvet. My backyard is the best place for me and my brother to have fun.

**Student Paper #2: Scores
(Fifth Grade Student)**

Six Traits Scores and Commentary

Title: "My Backyard"

IDEAS AND CONTENT: [4]

The topic is specific and a manageable size. Ideas are fresh and help the reader to see things in new ways. (Example: "... a place to let out your frustration when no one will listen to you.") The reader is not left with unanswered questions; the reader can picture the scene clearly.

ORGANIZATION: [4]

The organization is strong enough to move reader through the text without confusion.

VOICE: [4]

The voice is relaxed and honest. The tone of the writing adds interest because of rich and vivid description.

WORD CHOICE: [4]

The writing has strong sensory details. (Example: "...cool breeze of wind runs into our mouths.") There is some good use of simile and metaphor. (Example: "...leaves feel like velvet.")

SENTENCE FLUENCY: [4]

The sentence structure and length enhance meaning. Sentences are of appropriate length and feel relaxed. The paper lends itself to being read aloud.

CONVENTIONS: [4]

Spelling is generally correct. There are some errors needing correction before the paper is published.

AREAS NEEDING IMPROVEMENT:

- Strengthen lead and conclusion.
- Add lively verbs.
- Polish for conventions.

Student Paper #3
(Fifth Grade Student)

Untitled

I remember Lagoon because my family goes there once every summer. I remember the rollercoaster. The white one and when it went speeding down the track you could feel the wind blowing in your hair and your face. And as you're going down it feels like you're going to fly out of your seat.

But anyway when you walk by the food stands you can smell the fresh baked stuff. The cotton candy tastes good as it melts in your mouth and you feel the sugar on your tongue it tastes really good any way have more work to do bye.

**Student Paper #3: Scores
(Fifth Grade Student)**

Six Traits Scores and Commentary

Untitled

IDEAS AND CONTENT: [3]

The topic is fairly broad. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.

ORGANIZATION: [2]

This paper needs the most work in the area of organization. The writer needs a recognizable introduction and conclusion.

VOICE: [3]

The voice is earnest and pleasing but not compelling. It lacks individuality.

WORD CHOICE: [3]

Word choice is adequate and correct but not colorful. It is marred by passive rather than active verbs.

SENTENCE FLUENCY: [3]

The paper hums along with a steady beat. The use of creative and appropriate transitions would enhance the fluency.

CONVENTIONS: [3]

End punctuation is generally correct, and most words are capitalized correctly. Internal punctuation is faulty, and the spelling of some words is incorrect.

Student Paper #4
(Fifth Grade Student)

Title: "Arcade"

Arcade.

when you walk in the arcade you
can see colors like gold, blue, green
and it makes you feel happy and
excited. And when you start playing
the games you can feel the
cold controllers touch your warm hands
and when you win a prize or the
game it makes you feel unstoppable.
you can hear the other games
ringing and clanging and when you
hear the quarters in your pocket
you just want to keep on playing
so come to the arcade and have fun!!!!

**Student Paper #4: Scores
(Fifth Grade Student)**

Six Traits Scores and Commentary

Title: “Arcade”

IDEAS AND CONTENT: [3]

The writer generally stays on the topic, but lacks ideas that are fresh and original.

ORGANIZATION: [3]

The sequencing shows logic, and the pacing is fairly well controlled. However, the paper ends abruptly, without a recognizable conclusion. The opening could also be more inviting.

VOICE: [3]

The writer seems sincere and pleasant but not compelling. The writer appears to play it safe and does not reveal who he or she is.

WORD CHOICE: [3]

Familiar words and phrases communicate and show an attempt at colorful language. Words and phrases are functional but lack active verbs.

SENTENCE FLUENCY: [2]

Parts of the text invite expressive oral reading, but sentence structure is lacking. Endless conjunctions (“and,” “and so,” etc.) create too many run-on sentences.

CONVENTIONS: [3]

Spelling is usually correct, but there are some internal punctuation problems. The paper needs paragraphing and fine-tune editing.

Sixth Grade Writing Lesson #1 with Narrative Prompt

Title:	My Place in the Family
Grade:	Sixth Grade
Core Standards:	4060-0801 4060-0802
Objective/Purpose:	To organize and draft a persuasive paper using a graphic organizer
Time Required:	2-3 class periods
Teacher Materials:	Book for read-aloud and discussion (select one) <i>My Rotten, Redheaded Older Brother</i> , Patricia Polacco <i>Tales of a Fourth Grade Nothing</i> , Judy Blume <i>The Summer of the Swans</i> , Betsy Byars "Salvador Late or Early," Sandra Cisneros (short story from <i>Woman Hollering Creek and Other Stories</i>) <i>Julius, the Baby of the World</i> , Kevin Henke
Student Materials:	Graphic organizer Writing paper Pencil

What to Do:

1. Discuss with the class the following questions: What does "place in the family" mean? What is your place in the family? How do you feel about your place?
2. Read aloud from one of the suggested books.
3. Complete the graphic organizer as a whole class. Using characters from the read-aloud, show how a paragraph with a main idea and supporting details develops.
4. Model a second graphic organizer for the whole class, using your own life experience.
5. Ask students to complete their own graphic organizers using one type you have taught and used.

6. Model for students how to create paragraphs using the information listed in each category on the graphic organizer (using a main idea and 4-5 supporting sentences with details).
7. Have students draft a persuasive paper using the completed graphic organizer. (Remind students to address the paper to a specific audience.)
8. Allow students to share excerpts from their drafts with small groups.
9. With the permission of student writers, place several sample papers on an overhead and discuss them as a class.
10. Using the Six Traits rubric, have the class score several papers.

Writing Prompt: Everyone has a place in a family. Write a paper telling the reader of the advantages and disadvantages of **your** place.

Student Paper #1
(Sixth Grade Student)

Title: "Not That Bad!"

NOT THAT
BAD!

The Middle: squished between one thing and another. That's what I am. The middle child. Never been a middle child? Let me enlighten you on the experience.

I hate chores! Chores are so annoying! Though our chores are socialistic, and spread out amongst my Sister, Brother, and I, it feels as if I've got all the responsibility. When I want to play, another chore always comes up. "Sure, you can play," is what my brother always hears.

My brother and my sister are qualified hindrances. My brother is like Ares, the god of war. He likes to start quarrels, but if he's hurt, oh no, he goes bawling to mom, who punishes with an iron fist of fury. My sister gets in my face and won't back off. Lash at her and she turns into an angry bull. My sister and brother are both very gullible and are prone to fall for my pranks.

Do you know what it is like to get nothing new? I do! Every year I would get a garbage bag full of old, ratty, stinky, old clothes. Hand-me-downs, they're called, but hand-me-downs are no longer required. This year, I've out-grown my sister, so hand-me-downs are now hand me ups!

**Student Paper #1: Scores
(Sixth Grade Student)**

Six Traits Scores and Commentary

Title: “Not That Bad!”

IDEAS AND CONTENT: [5]

The writer uses a personal experience. There are excellent main ideas with supporting details. The writer shows control of the subject. The writing is enlightening and entertaining.

ORGANIZATION: [5]

The writer has produced a solid introduction and conclusion. The details follow the main ideas with effective transitions. The writing is well balanced.

SENTENCE FLUENCY: [5]

The writing is natural, powerful, and graceful. Sentences begin differently; some sentences are long and some are short. The writer uses fragments well. Questions lead to explanations.

WORD CHOICE: [5]

There are many well-chosen words used accurately; words are also striking but natural. Expressions are fresh and appealing; there is no slang. Verbs and adjectives are strong and colorful. The writer uses similes to pull the reader in.

VOICE: [5]

The writer addresses the audience in a natural way. Similes and metaphors are used naturally, leaving the reader wanting more. There is a connection that comes from “knowing” the writer.

CONVENTIONS: [5]

Spelling, punctuation, and quotation marks are used accurately.

Student Paper #2
(Sixth Grade Student)

Title: "The Oldest"

The Oldest

My life was perfect. I was the first child, and the first grandchild too. My grandparents spoiled me rotten! It was heaven. Then my sister was born...

My sister Megan is now nine. I have a brother, his name is Nick he's five. Everyone in the whole entire world thinks my brother is a little cutie, except me. When he escapes in my house the little rodent changes into a speeding rocket. Onfourchantly, I babysitt the two good-for-nothing monsters. The race, screech and fight just to make me furious. Being the oldest definitely has its ups and downs. One up is you receive everything first. One down, even though there are tons, is have to babysitt every second of the day.

My life isn't totally "picked on." I'm the oldest. I do get everything first, but I have to share every single thing I own. One day I was in my own room just minding my own

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business then my little witchlike sister Megan raced by like a hand saw sperting out sparks left and right chopping everything in her tracks. I just whisper to myself "I'm glad I'm not out there and you would too."

Friends, my brother and I are buddies, but my sister Megan. NO way! We can't last a single second with out killing each other. Megan, she's a little pest. She is like a time bomb. You never know when she'll explode.

We'll I hope you had a good time. If you want I'll be happy to take your position for a few days.

Student Paper #2
(Sixth Grade Student)

Six Traits Scores and Commentary

Title: "The Oldest"

IDEAS AND CONTENT: [5]

The writer uses a catchy beginning. Ideas are well connected, balanced, and hold the reader's attention. The writer successfully weaves a narrative throughout the paper.

ORGANIZATION: [5]

Excellent beginning and conclusion. There are well developed ideas that move from one paragraph to another.

SENTENCE FLUENCY: [4]

Sentences are generally well-crafted, but the writer begins several paragraphs the same way.

WORD CHOICE: [5]

Words are specific and used accurately. The writer uses strong imagery with similes throughout. The paper is fresh and captivating.

VOICE: [5]

The writer took some risks to put across the story. The language brings life to the writing.

CONVENTION: [5]

Grammar, spelling, and punctuation are generally correct. The student has written enough text to demonstrate understanding of conventions.

Student Paper #3
(Sixth Grade Student)

Title: "Only Child"

Only Child

At my house I have some jobs. I don't have to work as hard in winter because of the snow. In the summer I mow the lawn. How I wish I had a brother to take a turn at the hot and sweaty job. Being the only child mean only I git the jobs.

I wish I had a older brother to be my friend. He could help me with my homework. He could stick up for me and be my protector. My chores would be lighter because he could do the heaviest labor.

Yet I'm the only child and I have all the chores with a very little allowance. ~~a matter~~ of fact usually I have no allowance at all. Where dose the money all go? No, ot her kid are beggin

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for it! However usually when I ask for cash I get it.

The good things about being an only child are I have my mom my Grand parents who spoil me and love. I go on cool vacations and some times get to take friends.

**Student Paper #3: Scores
(Sixth Grade Student)**

Six Traits Scores and Commentary

Title: “Only Child”

IDEAS AND CONTENT: [4]

The writer has a main idea and supporting details. The ideas are connected. The writer has given some specific points, but the content should be stronger.

ORGANIZATION: [3]

The introduction and conclusion are weak. Some transitions are effective; others are weak. The pace is good but could have been smoother.

SENTENCE FLUENCY: [3]

Sentences are all generally short, but with good beginnings.

WORD CHOICE: [3]

Meaning is generally clear, but word choices do not distinguish the paper.

VOICE: [4]

The student starts out writing about wanting a brother, but does not sustain the voice.

CONVENTIONS: [3]

There are some spelling errors. Commas are missing, where needed. Several word endings are missing an “s.”

Student Paper #4
(Sixth Grade Student)

Title: "Are You the Youngest?"

Are you the Youngest?

Are you drowning in a sea of being the youngest. That is my place and this is how it feels.

For our jobs my older brothers don't have to do anything. I have to do smelly disgusting dog poop. In the summers my brother only has to do the lawn, another stinking job is dog poop, garbage, it is my job too.

Money is hard to get. What you have to do is question Mom, be pleasing, or whine to her, But she usually doesn't give you money as hard as you can. At our house we don't get allowance, but I'm the youngest. I have to do all the work to earn a few bucks. My brothers have money thrown at them.

In our family there are 3 boys no girls and I was the youngest. Usually my brothers whine to get out of every thing. I have to work to get stuff, But my brother whines to get stuff. Perhaps I need to practice whinning!

Do you have freindships in our family. I don't. Me and my brother fight over the remote. On the weekends when I'm in the shower he knocks on the door when I'm in there for 5 min and when I get out he just get's in there for 30min.

Being the youngest is not always bad, but I'll be glad when I'm a little older.

**Student Paper #4: Scores
(Sixth Grade Student)**

Six Traits Scores and Commentary

Title: “Are You the Youngest?”

IDEAS AND CONTENT: [3]

Ideas are not developed thoroughly. The paper lacks depth.

ORGANIZATION: [3]

The paper shows good organization and conclusions, but it lacks effective transitions. Some details confuse rather than clarify.

SENTENCE FLUENCY: [3]

Sentences are choppy and simplistic. Variety is missing; most sentences are the same length and start the same way.

WORD CHOICE: [3]

Style is conversational but ineffective. There are vague references rather than precise word choices.

VOICE: [3]

The writing is mundane; it lacks personality.

CONVENTIONS: [3]

Periods and capitals are missing in several sections. Abbreviations are used instead of complete words. Digits are used when numbers should be spelled out.